



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • Fax (360) 753-7808

REQUEST FOR PROPOSAL
Gaining Early Awareness and Readiness for Undergraduate Programs
(GEAR UP Program)
Washington State GEAR UP Scholars Project

Purpose of this RFP

The Washington Higher Education Coordinating Board (HECB) invites applications from selected school districts to participate in a Washington State GEAR UP Scholars Project. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally-funded program created to help low-income, disadvantaged students prepare for and succeed in college.

The successful applicants (districts) will implement and administer this federal, state, and local partnership grant program under the guidance of the HECB. A school district may receive up to \$200,000 per year depending on the number of students it proposes to serve under the GEAR UP Scholars Project. The program requires that the successful applicant provide a dollar-for-dollar match to the federal dollars in the form of cash and/or in-kind contributions. In addition, students who complete the Scholars Project will be eligible to compete for significant scholarship benefits to help pay for their college costs. The Project grant may be renewed for up to five additional years (maximum of six years total).

The Higher Education Coordinating Board

The Higher Education Coordinating Board (HECB) is a 10-member citizen board that makes recommendations to the Legislature and Governor on higher education policy and administers the state's student financial assistance programs. The board assesses the higher education needs of Washington citizenry and recommends enrollment and other policies to meet those needs. The board is charged by state law with representing the "broad public interest above the interests of individual colleges and universities." The HECB reviews the operating and capital budget requests of the state's public colleges and universities and recommends budget priorities to the Governor and Legislature. The board also approves new degree programs offered by the public four-year institutions of higher education and administers other postsecondary programs that serve the public. We are dedicated to helping students succeed.

The HECB has administered the GEAR UP program since 1999. The current grant performance period began September 2005 and continues through August 2011.

How to Submit a Project Proposal

- Read the RFP and pay special attention to the “Program and Project Description,” the “Proposal Requirements,” and “Scope of Work” (Attachment A) sections.
- Formulate a proposal that addresses all topics covered in the “Proposal Requirement” section and that is in keeping with the “Program and Project Description” and “Scope of Work” (no more than 15 pages, please).
- Complete the Organizational Data Sheet and District Signature Form, Budget, and Project Implementation Plan. The proposal outline is attached at the end of this document. Include a one-page abstract of your proposed program.
- Secure the appropriate signatures.
- Review of applications will begin on Friday, January 13, 2006. The HECB will begin making awards immediately.
- Submit the completed packet to:

GEAR UP Proposal
Higher Education Coordinating Board
917 Lakeridge Way SW
P.O. Box 43430
Olympia, WA 98504-3430

If you need help or have questions, please contact the HECB:

Susan St. George, 360-753-7834, susans@hecb.wa.gov
Weiya Liang, 360-753-7884, weiyal@hecb.wa.gov

Program and Project Description

What is GEAR UP?

The GEAR UP program has many components. This RFP is for the Scholars Project, providing direct services for students. The Scholars Project provides comprehensive college preparation and awareness activities to students and their families.

Washington received its second six-year GEAR UP grant in September 2005. The Higher Education Coordinating Board (HECB) administers the Washington State GEAR UP Program on behalf of the Governor with its partners, the University of Washington (UW) and the Washington Education Foundation (WEF).

What Does This Project Do?

The Scholars Project will serve 1,000 low-income, disadvantaged students beginning in middle school (seventh grade) and follow them through high school graduation. The project will provide direct services to ensure that students graduate from high school and are ready to successfully enter and complete college. The Scholars Project provides services year-round including vacations and summer break.

GEAR UP activities must be in addition to services that the school district already provides. GEAR UP students must meet benchmarks at each grade level. Benchmarks include reading at grade level, participating in GEAR UP-sponsored Washington Achievement of Student Learning (WASL) preparation, taking math classes, attending information sessions, taking academic assessment tests (ACT Explore, Plan, and the ACT pre-college assessment), creating interest inventories, and participating in after-school GEAR UP college readiness activities.

Students who successfully complete the Scholars Project have the opportunity to apply for a GEAR UP scholarship. The scholarship may be as high as \$6,000 per student for use at an approved college in Washington state.

What are the program goals?

The Scholars Project's goal is to increase the number of low-income students who prepare for, and succeed in, college by improving:

- Students' academic performance.
- The number of students who graduate from high school and enroll in college.
- GEAR UP students' and their families' knowledge of college choices, academic requirements for college entrance, and financial aid options.

How is student eligibility determined?

To be eligible to participate in the program, districts must document that each student belongs to at least one of the following categories:

1. Title I—ESEA of 1965.
2. Free or reduced price meals (National School Lunch Act).
3. TANF (Temporary Assistance for Needy Families).

What are the district's responsibilities?

Districts awarded the GEAR UP Scholars Project contract must involve students in a variety of grade-appropriate early intervention activities that do not duplicate services the district and schools already offer. Some GEAR UP funded activities can be made available to all students and parents. (See example of possible activities, by grade level, in Attachment B.)

Services must include, but are not limited to:

- Early and ongoing academic assessment, planning, and counseling.
- Course work advising and tutoring in areas that need improvement.
- Information sessions on going to college and obtaining financial aid.
- Career and college planning.
- College field trips.
- Parent activities.
- Activities and events that encourage collaboration between the middle school and the high schools.

The district may use GEAR UP funds to support hiring of staff, student field trips, technology, supplies, resources, and other specific administrative costs directly associated with the GEAR UP Scholars Project.

Districts are required to establish partnerships with local businesses, parental organizations, community groups, and post-secondary institutions to support the Scholars Project. These resources include: local colleges to provide campus tours and college information sessions; State Work Study students from area colleges to provide clerical support and tutoring to students; school professionals and local groups to provide counseling and instructional support; and, volunteers to serve as mentors, tutors, and instructors.

May the district subcontract some of the services included in its proposed plan?

If the district decides to subcontract, the HECB must approve the subcontractor before services begin. Detailed information on the subcontracting organization must be included in the proposal. The district must provide an outline of the processes between the subcontractor and the district designed to make sure all work is completed with quality and in a timely manner.

What is meant by the term “matching requirement?”

The district must document local support and in-kind match donations (teacher time during non-school hours, volunteer support, goods and services, etc.) to meet the dollar-for-dollar federal match requirement for this program. While classroom space may be used toward meeting the matching requirement, office and classroom space must be valued using depreciation or cost allowance, usually resulting in very low match value.

How is the district compensated?

For each 12-month budget period, HECB will provide federal funds to meet part of the costs of implementing the program. Allowable costs include salaries and benefits, staff travel, office operation, supplies, technology, field trips, and teaching materials.

Invoices are to be submitted for reimbursement monthly. Documentation of an equal amount of allowable match must be submitted with the monthly invoices.

HECB will provide separate funding to reimburse contractors for State Work Study students' wages and benefits. We will base this funding on the number of district students the program serves.

What is the initial contract period? Are renewals possible?

The initial contract period begins as of the date the contract is signed through August 31, 2006. The contract may be renewed, on an annual basis, through August 31, 2011. Renewal depends upon district performance and continued federal GEAR UP funding.

What are the local school's responsibilities?

Local schools will provide office and classroom space, an administrative assistant, and other support for the program. Some of this may count as match although office and classroom space must be valued using depreciation or cost allowance.

How will GEAR UP (HECB) support districts and schools?

The HECB will provide:

- One-half of the funding for the project.
- Separate funding to employ State Work Study students as office assistants and tutors.
- Technical assistance in the form of an Administrator's Manual, training workshops, individual training, and on-going site visits, e-mail, and telephone assistance.
- Resources such as the "Getting Ready for Colleges and Careers" handbooks, ACT assessments, career exploration programs, promotional materials, and more.
- Week-long UW Summer Institute for a limited number of Scholars Project students each year.
- Professional Development for GEAR UP school district staff.
- Scholarship for GEAR UP Scholars Project students.

Proposal Requirements

Format

The project proposal (no more than 15 pages) must address the district's strategies for implementing the GEAR UP Scholars Project in the following areas. Include a one-page abstract of your proposed program.

A page is 8.5" x 11" single-sided, with 1" margins at the top, bottom, and both sides. Use a font that is either 12-point or larger and no smaller than 10 pitch (characters per inch).

Implementation Plan

1. Activities

- Explain in detail how the district will meet the "Scope of Work and Responsibilities" in Attachment A. Sample activities are included in Attachment B.
- Describe how the district will involve both middle schools and high schools. Describe how the transition will work as the group of students moves from middle to high school.

2. Personnel

Outline the administrative and personnel reporting structure.

- Attach job descriptions including title, responsibilities, qualifications, time, and salary of staff.
- Describe how you will recruit qualified staff and ensure equal treatment (See “Scope of Work,” Attachment A, number two).
- Outline a contingency plan that shows the district’s ability to maintain the program if staff vacancies occur.

3. Matching Requirement, Fiscal Management, and Organizational Commitment

- List the district’s commitment of its own in-kind match resources (leadership and staff support, goods and services, etc.) as part of the required dollar-for-dollar match.
- Describe the district’s plan to obtain and document local support and in-kind match donations (space and utilities, volunteer support, goods and services, etc.) to meet the dollar-for-dollar federal match requirement of this program.
- The district must maintain proper cost accounting records for all reimbursed expenses and use the correct federal circulars (OMB circulars A-102 and A-87). Submit invoices for reimbursement monthly. Documentation of an equal amount of allowable match must be submitted with the monthly invoices.
- Detail the district’s plan for submission of reports, requested information, and reimbursement requests on time.
- Submit a plan for sustaining the program at the end of the six-year grant.

4. Annual Budget

- Include a budget for goods and services that are reasonable to accomplish the scope of work. (Assume an initial contract period of February 1 through August 31. We will prorate the award if granted after February 1, 2006.) List staff who will work in the Project during the school year and during the summer program. The categories are:
 - a. Salaries
 - b. Benefits
 - c. Staff Travel
 - d. Materials and Supplies
 - e. Technology
 - f. Curriculum and Academic Support Materials
 - g. Consultants & Contracts
 - h. Other
 - i. Indirect Costs (based on school district restricted indirect rate and no more than eight percent)

Evaluation of Proposals

HECB and GEAR UP will consider the following selection criteria in awarding contracts to successful applicants.

1. Project Services

HECB considers the quality and sufficiency of strategies for ensuring equal access to project services and equal treatment of program participants regardless of gender, race, national origin, color, disability, or age. The district must show a similar policy in working with staff and students. In addition, we consider the following factors:

- The extent to which the project services reflect current research and knowledge of effective practices and the activities listed Attachment B.
- The extent to which the project services are appropriate to the needs of the students.
- The likely impact of the project services on the students who receive services.
- Resources available to support students to achieve grade level or higher in reading and math.

2. Project Personnel

- The qualifications, including relevant training and experience, of the project director (if identified).
- The qualifications, including relevant training and experience, of key personnel.

3. Management Plan

- The ability to achieve the objectives of the Scholars Project on time and within budget.
- The adequacy of continuous improvement throughout the operation of the project.
- The ability of the project director and other key project personnel to meet the objectives of the Scholars Project, given other time commitments in their schedules.

4. Project Evaluation Plan

- The extent to which objective performance measures are clearly related to the intended outcomes of the Scholars Project.
- The extent to which the project evaluation plans will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.

5. Resources

- The adequacy of support, including facilities, equipment, supplies, and other resources other than HECB's GEAR UP funds.
- The relevance and demonstrated commitment of each partner to the successful implementation of the GEAR UP Scholars project.
- Reasonable costs in relation to the number of students to be served and to the anticipated results and benefits.
- The potential for continued support of the project from district, schools, and other partners.

Priority

Priority will be given to schools that fall under the status of “School Improvement” based on the federal government’s No Child Left Behind policies.

Acceptance/Rejection of Plan

HECB has the right to accept or reject any portion of the submitted proposal. All services provided under this Request for Proposal are as an independent contractor on a work-for-hire basis.

ATTACHMENT A

Scope of Work and Responsibilities of the District

Student Activities

1. Recruit contracted number of seventh grade students within two months of the contract award. Make sure students meet federal, grant, and program requirements. Students will come from middle schools and continue with the program at the district's high school(s).
2. The GEAR UP Program is committed to ensuring equal access to project services and equal treatment of program participants regardless of gender, race, national origin, color, disability, or age. The district must show a similar policy applying to staff and students.
3. Provide day-to-day program operation (within a flexible 40-hour work week) throughout the school year. Make sure each student engages in appropriate program activities, and understands and follows program requirements. GEAR UP activities can take place before or after school, evenings, or weekends. Activities should supplement what the school already provides.
4. Design and provide a summer program that includes a total of 40 hours or more of academic activities for seventh and eighth graders and a total of 80 hours or more for grades nine through twelve.
5. Coordinate outreach activities to academically at-risk or low-income students not enrolled in the Scholars Project, when reasonable and at no additional cost. Maintain records of these students to show how GEAR UP benefits non-GEAR UP students.
6. Provide orientation to all new Scholars and families within 30 days of joining program.
7. Remind students and parents of GEAR UP participation requirements monthly and at the beginning of each school year.
8. Use resources provided by the HECB when working with students. Resources will include handbooks, ACT materials, and other materials.
9. Build partnerships with six or more local groups, businesses, and colleges. Maintain records of all contacts and activities with partners to demonstrate capacity building so the district can sustain the program beyond the end of the grant. Building partnerships will help the district generate the dollar-for-dollar in-kind match requirement.
10. With pre-approval from HECB, arrange field trips for participants to visit colleges, job sites, or other locations. Field trips must have educational or cultural value that meets the needs of students and the goals of the program. Students will have the opportunity to go on two or more field trips during the first contract year and six or more fields per year thereafter.
11. Document efforts to retain students in GEAR UP to prevent their withdrawal from the program.

Parent Activities

12. Provide Scholars Project orientation to parents within 30 days of their student enrolling in the program. Make sure parents understand program requirements.
13. In the first year, schedule one parent conference within 60 days of student joining the program to talk about the student's progress in school and the program. In following years, schedule two conferences.
14. Provide monthly program activities for parents that communicate the value of attending college, and ways to make sure their student is successful in the program.
15. Establish an advisory committee of parents to assist the district in strengthening the Project.

Community Advisory Committee

16. Establish a local community advisory committee to provide guidance and build community acceptance and support.
17. Convene the committee at least twice a year. Hold the first meeting within 60 days of the start of the program.

Project Administration

18. Provide adequate staffing to fulfill the obligations of the contract.
19. Collect in-kind match in an amount equal to or more than the amount of federal funds received from GEAR UP. Track and maintain records of in-kind contributions of goods and services from outside sources. Submit reports of contributions as directed by HECB. The value of documented in-kind match must meet or exceed the amount provided in the contract to meet the federal dollar for dollar match requirement. Submit records and documentation of in-kind contributions with the monthly invoices. (Note: Because school districts must use depreciation or cost allowance when valuing space, the amount that can be counted as match is generally very little.)
20. Provide adequate classroom and office space for the program in a highly-visible area.
21. Provide an administrative assistant at no cost to the program.
22. Establish a GEAR UP team that includes key school staff (principal, vice-principal, or counselor), GEAR UP staff, and other school staff to create a work plan and troubleshoot issues as they occur.
23. Prepare requested reports and billings and submit them on or before deadlines.
24. Engage in staff hiring practices that are fair, consistent, and offer the best opportunities to develop teams similar to the student population. Consult with HECB staff to develop hiring practices for all positions.

25. Provide professional development opportunities to GEAR UP staff. Plan for GEAR UP staff to attend training and professional development provided by the state GEAR UP program.
26. Recruit, hire, train, and supervise State Work Study (SWS) college student employees. They will tutor students and provide on-site clerical support.
27. Maintain proper cost accounting records for all reimbursed expenses. Use the correct federal circulars (OMB circulars A-102 and A-87). Submit invoices for reimbursement monthly. Follow HECB's instructions on submitting Invoice Vouchers.
28. Collect and maintain required student participation information, grades, and test scores and submit quarterly.
29. Keep all records and personal information about students, parents, and employees in strict confidence.
30. Make sure the district uses program equipment and supplies for approved program activities.
31. File quarterly reports that account for the activities and expenditures supported by the contract. HECB provides a reporting schedule.
32. Help HECB evaluate program effectiveness. Evaluation responsibilities include:
 - a. Administering surveys to students and parents.
 - b. Providing reports of student progress (grades, attendance, credits attempted/credits earned, courses taken, etc.).
 - c. Arranging for group interviews between program evaluators and students, family members, educators, and community members.
 - d. Complying with other evaluation requests by HECB.
 - e. Cooperating during site visits and compliance requests.

ATTACHMENT B

EXAMPLE – ACTIVITIES FOR STUDENTS AND PARENTS

ACTIVITY	SEVENTH & EIGHTH GRADE	FRESHMAN
Career and Personal Development	<input type="checkbox"/> Explore academic interests. <input type="checkbox"/> Create a personal achievement portfolio. <input type="checkbox"/> Explore career interests with computer software and other materials.	<input type="checkbox"/> Take an interest inventory. <input type="checkbox"/> Continue to explore careers. <input type="checkbox"/> Visit a workplace that interests you. <input type="checkbox"/> Continue working on your portfolio. <input type="checkbox"/> Explore career interests with computer software and other materials.
Academic Preparation	<input type="checkbox"/> Pay attention to your GPA. <input type="checkbox"/> Sign-up for algebra, computer, foreign language, and science classes. <input type="checkbox"/> Learn good study habits. <input type="checkbox"/> Learn to manage your time wisely.	<input type="checkbox"/> Work on GPA. <input type="checkbox"/> Take geometry (or algebra), science, computers, and other classes. <input type="checkbox"/> Complete 4-year high school plan. <input type="checkbox"/> Explore Running Start, IB, and AP course options. <input type="checkbox"/> Prepare for WASL.
Tutoring	<input type="checkbox"/> Participate in tutoring. <input type="checkbox"/> Join a “homework club”.	<input type="checkbox"/> Continue to get tutoring in subjects where you need to improve.
Mentor Relationships	<input type="checkbox"/> Join a mentoring program. <input type="checkbox"/> Participate in a mentor activity once a month. Try to include your parent(s).	<input type="checkbox"/> Continue mentoring activities. <input type="checkbox"/> Participate in a mentor activity once a month. Try to include your parent(s).
College Planning Activities	<input type="checkbox"/> Learn about educational options after high school. <input type="checkbox"/> Request or review college catalogs and handouts. <input type="checkbox"/> Take the ACT Explore in the eighth grade. <input type="checkbox"/> Ask for information about financial aid. <input type="checkbox"/> Visit a college campus.	<input type="checkbox"/> Explore college options on the Internet. <input type="checkbox"/> Attend college information nights. <input type="checkbox"/> Attend a college fair. <input type="checkbox"/> Explore college majors. <input type="checkbox"/> Attend an information session on financial aid. <input type="checkbox"/> Get organized - create a college file to keep track of information.
College Application Preparation	<input type="checkbox"/> Learn about high school and college admission requirements. <input type="checkbox"/> Learn about different kinds of colleges and what they offer. <input type="checkbox"/> Use the Internet to learn more about college.	<input type="checkbox"/> Learn about college requirements. <input type="checkbox"/> Continue to use Internet resources to research colleges. <input type="checkbox"/> Go to a workshop on researching colleges and careers on the Web.
Parent Involvement	<input type="checkbox"/> Go to GEAR UP activities. <input type="checkbox"/> Help with GEAR UP office work or field trips. <input type="checkbox"/> Go to college planning workshops. <input type="checkbox"/> Meet with your child’s school or GEAR UP counselor. <input type="checkbox"/> Learn about different kinds of colleges. <input type="checkbox"/> Visit colleges. <input type="checkbox"/> Attend or organize a parent activity.	<input type="checkbox"/> Go to GEAR UP activities. <input type="checkbox"/> Help with GEAR UP office work or field trips. <input type="checkbox"/> Go to workshops on college and career planning. <input type="checkbox"/> Learn about class requirements for high school graduation and college entrance. <input type="checkbox"/> Visit colleges. <input type="checkbox"/> Attend or organize a parent activity.

ACTIVITY	SOPHOMORE	JUNIOR
Career and Personal Development	<input type="checkbox"/> Develop job skills through apprenticeships, internships, job shadowing, and work-related classes. <input type="checkbox"/> Update your portfolio and develop a résumé. <input type="checkbox"/> Identify academic and career paths.	<input type="checkbox"/> Develop job skills through apprenticeships, internships, job shadowing, and work-related classes. <input type="checkbox"/> Update your portfolio and résumé.
Academic Preparation	<input type="checkbox"/> Continue to work on GPA. <input type="checkbox"/> Review 4-year high school plan. <input type="checkbox"/> Take IB, Running Start, AP, or tech-prep courses. <input type="checkbox"/> Take algebra II (or geometry), science, foreign language, etc. <input type="checkbox"/> Continue to prepare for WASL.	<input type="checkbox"/> Continue to work on GPA. <input type="checkbox"/> Review 4-year high school plan. <input type="checkbox"/> Take IB, Running Start, AP, or tech-prep courses. <input type="checkbox"/> Take trigonometry (or algebra II), science, foreign language, etc.
Tutoring	<input type="checkbox"/> Continue to get tutoring in subjects where you need to improve. <input type="checkbox"/> Encourage peer tutoring with your friends.	<input type="checkbox"/> Continue to get tutoring in subjects where you need to improve. <input type="checkbox"/> Encourage peer tutoring with your friends.
Mentor Relationships	<input type="checkbox"/> Continue mentoring activities. <input type="checkbox"/> Be a mentor to your peers. <input type="checkbox"/> Participate in a mentor activity once a month. Try to include your parent(s).	<input type="checkbox"/> Continue mentoring activities. <input type="checkbox"/> Be a mentor to your peers. <input type="checkbox"/> Participate in a mentor activity once a month. Try to include your parent(s).
College Planning Activities	<input type="checkbox"/> Attend college fairs. <input type="checkbox"/> Go to college campus' visiting day. <input type="checkbox"/> Attend college information night at local high school with parents. <input type="checkbox"/> Take the ACT Plan or PSAT/NMSQT test. <input type="checkbox"/> Decide what you want in a college. (Type, size, location, etc.)	<input type="checkbox"/> Go to an overnight college visit event. <input type="checkbox"/> Register online for <u>free</u> scholarship search services. <input type="checkbox"/> Request financial aid information from colleges. <input type="checkbox"/> Practice taking the ACT and/or SAT test.
College Application Preparation	<input type="checkbox"/> Choose 5-10 colleges that interest you. <input type="checkbox"/> Find out about the college requirements. <input type="checkbox"/> Continue to use the Internet in your college research.	<input type="checkbox"/> Request admission and financial aid forms from your top five colleges. <input type="checkbox"/> Confirm college deadlines. <input type="checkbox"/> Attend workshops to learn how to fill out admissions and financial aid forms. <input type="checkbox"/> Continue to use the Internet to learn about your top choice colleges. <input type="checkbox"/> Look for scholarships in career center. <input type="checkbox"/> Apply for scholarships and grants.
Parent Involvement	<input type="checkbox"/> Go to GEAR UP activities. <input type="checkbox"/> Help with GEAR UP office work or field trips. <input type="checkbox"/> Attend workshops on college costs and financial aid. <input type="checkbox"/> Visit colleges. <input type="checkbox"/> Attend or organize a parent activity.	<input type="checkbox"/> Go to GEAR UP activities. <input type="checkbox"/> Help with GEAR UP office work or field trips. <input type="checkbox"/> Attend workshops on college planning. <input type="checkbox"/> Plan for senior year applications (especially financial aid forms). <input type="checkbox"/> Visit colleges that interest your student. <input type="checkbox"/> Attend or organize a parent activity.

ACTIVITY	SENIOR
Career and Personal Development	<input type="checkbox"/> Develop job skills through apprenticeships, internships, job shadowing, and work-related classes. <input type="checkbox"/> Update your portfolio and résumé.
Academic Preparation	<input type="checkbox"/> Take IB, Running Start, AP, or tech-prep courses. <input type="checkbox"/> Confirm that you have enough credits to graduate. <input type="checkbox"/> Take calculus (or trigonometry), science, foreign language, etc.
Tutoring	<input type="checkbox"/> Continue to get tutoring in subjects where you need to improve. <input type="checkbox"/> Encourage peer tutoring with your friends.
Mentor Relationships	<input type="checkbox"/> Continue mentoring activities. <input type="checkbox"/> Be a mentor to your peers. <input type="checkbox"/> Participate in a mentor activity once a month. Try to include your parent(s).
College Planning Activities	<input type="checkbox"/> Visit your top five colleges in the fall. <input type="checkbox"/> Confirm financial aid deadlines. <input type="checkbox"/> Take ACT, SAT, or both tests.
College Application Preparation	<input type="checkbox"/> Apply to top five colleges. <input type="checkbox"/> Complete applications by mid-November. <input type="checkbox"/> Complete the FAFSA as soon as possible after January 1. <input type="checkbox"/> Look for scholarships in HS career center. <input type="checkbox"/> Apply for scholarships and grants. <input type="checkbox"/> Notify colleges of your decision.
Parent or Sponsor Involvement	<input type="checkbox"/> Go to GEAR UP activities. <input type="checkbox"/> Help with GEAR UP office work or field trips. <input type="checkbox"/> Attend workshops on college planning and financial aid. <input type="checkbox"/> Help student complete admission, financial aid, and scholarship applications. <input type="checkbox"/> Visit colleges (if you haven't already). <input type="checkbox"/> Attend or organize a parent activity.

**Gaining Early Awareness and Readiness for Undergraduate Programs
(GEAR UP Program)
Washington State GEAR UP Scholars Project**

SECTION A: Organizational Data Sheet

1. School District Name:

Address:

Contact Person:

Telephone: Ext.

Fax:

E-mail:

2. Middle School Name(s):

Address:

Contact Person:

Telephone: Ext.

Fax:

E-mail:

3. High School Name(s):

Address:

Contact Person:

Telephone: Ext.

Fax:

E-mail:

Number of seventh grade students District will serve (check one):

☐ 25 ☐ 50 ☐ 75 ☐ 100 ☐ More _____

Names and titles of proposed administrative and program personnel:

Have any of these individuals ever been convicted of a felony? ☐ Yes ☐ No

If yes, describe who, the date, nature, and circumstances of each offense:

SECTION B: District Signature Page

By signing this District Signature Page, I am confirming I have read the Project Implementation Plan and will support the district's Implementation Plan.

District Superintendent:

PRINT NAME

SIGNATURE

DATE

Middle School Principal(s):

PRINT NAME

SIGNATURE

DATE

PRINT NAME

SIGNATURE

DATE

PRINT NAME

SIGNATURE

DATE

High School Principal(s):

PRINT NAME

SIGNATURE

DATE

High School Principal(s):

PRINT NAME

SIGNATURE

DATE

High School Principal(s):

PRINT NAME

_____	_____
SIGNATURE	DATE

Curriculum Coordinator:

PRINT NAME

_____	_____
SIGNATURE	DATE

Other partners (specify):

PRINT NAME

_____	_____
SIGNATURE	DATE

PRINT NAME

_____	_____
SIGNATURE	DATE

PRINT NAME

_____	_____
SIGNATURE	DATE

PRINT NAME

SIGNATURE

DATE

SECTION C: Abstract of Proposed Program (limit to one page)

SECTION D: Implementation Plan

SECTION E: Proposed Budget (12-month)

Salaries	\$
Benefits	\$
Travel	\$
Materials and Supplies	\$
Technology	\$
Curriculum and Academic Support Materials	\$
Consultants and Contracts	\$
Other:	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
TOTAL DIRECT COSTS	\$
INDIRECT COSTS	\$
Based on school district restricted indirect rate up to eight percent	\$
TOTAL FUNDS	\$

\$150,000 is available per year for District Proposals providing service to 100 seventh graders.

\$112,500 is available per year for District Proposals providing service to 75 seventh graders.

\$75,000 is available per year for District Proposals providing service to 50 seventh graders.

\$37,500 is available per year for District Proposals providing service to 25 seventh graders.